

Texas Education Agency Standard Application System (SAS)

| 2016–2018 PreK Partnership Planning Grant | | |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program authority: | The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158. | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period | February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017. | |
| Application deadline: | 5:00 p.m. Central Time, October 25, 2016 | Place date stamp here. |
| Submittal information: | Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div> | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 NOV -02 PM 1:14</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> |
| Contact information: | Marnie Glaser: marnie.glaser@tea.texas.gov | |

Schedule #1—General Information

| Part 1: Applicant Information | | | | |
|------------------------------------------------|----------------------|-----------|-------------------------|--|
| Organization name | County-District # | | Amendment # | |
| Chapel Hill Academy Charter School | 220815 | | | |
| Vendor ID # | ESC Region # | DUNS # | | |
| 756003583 | 11 | 027745587 | | |
| Mailing address | City | State | ZIP Code | |
| 3200 Sanguinet | Fort Worth | TX | 76107- | |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Todd | A. | Landry | Chief Executive Officer | |
| Telephone # | Email address | | FAX # | |
| 817-255-2504 | tlandry@lenapope.org | | 817-255-2505 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Susanne | | Luebke | Director | |
| Telephone # | Email address | | FAX # | |
| 817-255-2570 | sluebke@lenapope.org | | 817-255-2571 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------|----------------------|-----------|-------------------------|
| First name | M.I. | Last name | Title |
| Todd | A. | Landry | Chief Executive Officer |
| Telephone # | Email address | | FAX # |
| 817-255-2504 | tlandry@lenapope.org | | 817-255-2505 |

Signature (blue ink preferred)

Date signed

November 7, 2016

Only the legally responsible party may sign this application.

701-16-109-020

Schedule #1—General Information

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|-------------------------------------------------------------|--------------------------------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | N/A <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Letter of Partnership Intent | A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships. |
| 4. | Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services |
| 5. | SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction |
| 6. | Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant. |
| 7. | The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract. |
| 8. | The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships. |
| 9. | The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in. |
| 10. | The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers. |
| 11. | The applicant will use the funding to align or purchase curriculum for the private provider/s. |
| 12. | The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community. |
| 13. | The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period. |
| 14. | The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms. |
| 15. | The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment. |
| 16. | The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district. |
| 17. | The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices. |

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220815

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|----------------------------------------|------------------------------------|----------------|
| Fiscal Agent | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Member Districts | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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| Schedule #3—Certification of Shared Services (cont.) | | | | |
|-------------------------------------------------------------|----------------------------|----------------------------------------|------------------------------------|----------------|
| County-district number or vendor ID: 220815 | | | Amendment # (for amendments only): | |
| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
| Member Districts | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| Grand total: | | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Chapel Hill Academy (CHA) Charter School proposes to expand access to high quality early learning environments for three and four year olds from low income families with the goal of expanding and increasing kindergarten readiness through academic and social-emotional learning to ensure success in kindergarten and beyond.

The planning grant will create significant benefits for 3 and 4 year old students and families. These benefits include: (1) Expanding access to low-income families who otherwise could not access a high quality full day, full year PreK experience; (2) Making quality education for low income families and PreK children more accessible, affordable, and convenient; (3) Identifying assessment tools that effectively measure academic and social emotional learning, thereby defining the standard for kindergarten readiness; (4) Creating greater opportunities for the professional development of teachers in early learning programs; (5) Developing and testing a model of excellence that can be duplicated in other early learning centers; (6) Establishing additional partnerships with other private, early learning providers to expand PreK accessibility; (7) Sharing outcomes, barriers, and successes with the early learning community at large including the Early Learning Alliance, local ISD's and charter schools, and other early learning stakeholders. Overall, the proposed planning grant would help create a ripple effect including increasing the quality and capacity of early learning environments.

The proposed grant budget was developed by the management team which includes: the Superintendent of CHA, the Chief Financial Officer, the Principal of Chapel Hill Academy (CHA), the Director of the Early Learning Center (ELC), and the Evaluation Specialist. The team collaboratively identified the crucial activities and resources considered necessary to meet the goals of the planning grant. Additionally, the team utilized the five priority needs identified in the Needs Assessment to guide budget formulation and ensure that the grant program goals and budget are aligned. This guided the budget formulation, allocating grant funds to meet identified expansion needs, staff development needs, assessment tools, coordination, professional training, and all necessary resources to meet grant goals. The budget reflects a through planning process and will ensure success and sustainability of the program post planning grant cycle.

The demographics provided in this application are aligned with defined goals and purposes of the grant. Currently, 66% of enrolled PreK students in CHA are from low income families and 74% are minority students. The goal of the ELC is to have a minimum of 50% of children enrolled coming from low income families and this target is consistently achieved. The demographics presented reflect strong diversity of race and ethnicity for students, teachers, and staff. Chapel Hill Academy's pool for prospective students includes the following school districts: Fort Worth, Arlington, Crowley, Aledo, Eagle Mountain/Saginaw, Lake Worth, Castleberry, Everman, and White Settlement. The grant proposal enables a higher percentage of low-income students to access a high quality PreK learning environment.

The Needs Assessment process was designed by the management team: the Superintendent of CHA, the Principal of CHA, the Director of the ELC, and the Evaluation Specialist. The team looked at focus group results, existing program data, surveys, and feedback from parents and program stakeholders to reach consensus on priority needs to be addressed by the grant. Both CHA and ELC have significant waiting lists, including low income families. Grant funds will allow for increased capacity to enroll more of these children in high quality PreK.

The Management Plan proposed in this application ensures the grant program receives consistent, high quality management oversight, participation, and attention. If funded, our plan is to designate the current Early Learning Center Director as the PreK Planning Grant Coordinator. This individual is highly qualified to successfully manage and coordinate the grant. This will further ensure high level management oversight and support for the grant program. Her expertise is strong in academics, social-emotional learning, administration, PreK curriculum, evaluation, professional development, teacher-student interactions, community outreach, and delivery of high quality early learning. The ELC Director directly reports to the organization's Chief Executive Officer/Superintendent of CHA. These two individuals have over 40 years of combined experience in education and providing services to children and families. Additionally, our Management Plan sets forth our grant objectives and identifies specific milestones for each objective as well as milestones and a timeline for measuring progress.

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The proposed evaluation component is robust and reflects a strong existing organizational culture for rigorous and continuous evaluation of all aspects of the PreK educational programs at both CHA and the ELC. The program evaluation plan sets forth methodologies and processes to be used to conduct ongoing assessment of overall efficacy of project approaches and strategies. The evaluation activities will provide a means for summarizing data obtained through student academic records, valid and reliable assessment tools, and annual surveys and will allow Chapel Hill Academy (CHA), and the Early Learning Center (ELC) to detect patterns within the design constructs which may indicate outcomes that suggest our programs are developing "kindergarten-ready" students. Our grant application calls for evaluating, comparing and contrasting the effectiveness of the different programs utilized at CHA and ELC: "Frog Street" and "High Scope", (academic curriculums) and "Conscious Discipline" and "Second Step", (social emotional models). CLASS will be utilized as a way to enhance professional development and to be able to more effectively evaluate the quality of teacher-student interactions during the grant period and beyond. The proposed evaluation process will provide to the management team the data necessary to identify the best tool to implement in order to determine a set of standards associated with kindergarten readiness. The evaluation plan calls for following cohorts of PreK students into kindergarten and higher school grades – both at CHA and in other public school settings. Hence, evaluation plan data will help determine the longer-term impact of the grant program beyond the grant period in terms of kindergarten readiness. Once the evaluation is completed and the data disseminated, it will be a priority to share the outcomes and lessons learned with the larger early learning community – including local ISDs, local charter schools, and other private early learning providers and stakeholders.

The open enrollment charter school, Chapel Hill Academy, and the Early Learning Center where services will be provided to grant participants completely and accurately meet all statutory requirements and TEA PreK readiness guidelines. The Early Learning Center is a TRS 4 provider and has national accreditation through the National Accreditation Commission for Early Care and Education Programs.

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|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Pre- Award Cost |
|-----------------------------------------------------------------|---------------------------------------------|--------------------------|------------------|-----------------|---------------------------|-----------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$97,836 | \$4,826 | \$102,662 | \$0 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$35,058 | \$0 | \$35,058 | \$0 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$40,000 | \$0 | \$40,000 | \$0 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$42,760 | \$0 | \$42,760 | \$0 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$15,000 | \$0 | \$15,000 | \$0 |
| Total direct costs: | | | \$230,654 | \$4,826 | 235,480 | \$0 |
| Percentage% indirect costs (see note): | | | N/A | \$6,989 | \$6,989 | \$0 |
| Grand total of budgeted costs (add all entries in each column): | | | \$230,654 | \$11,814 | \$242,469 | \$0 |

Shared Services Arrangement

| | | | | | |
|------|--------------------------------------------------------------|----|----|----|----|
| 6493 | Payments to member districts of shared services arrangements | \$ | \$ | \$ | \$ |
|------|--------------------------------------------------------------|----|----|----|----|

Administrative Cost Calculation

| | |
|------------------------------------------------------------------------------------------|-----------|
| Enter the total grant amount requested: | \$242,469 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. | \$12,123 |
| This is the maximum amount allowable for administrative costs, including indirect costs: | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220815

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Pre- Award |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|-----------------------------|---------------|
| Academic/Instructional | | | | | |
| 1 | Teacher | | | \$ | \$ |
| 2 | Educational aide | | | \$ | \$ |
| 3 | Tutor | | | \$ | \$ |
| Program Management and Administration | | | | | |
| 4 | Project director | | 1 | \$7,281 | \$0 |
| 5 | Project coordinator | | 1 | \$49,501 | \$0 |
| 6 | Teacher facilitator | | | \$ | \$ |
| 7 | Teacher supervisor | | | \$ | \$ |
| 8 | Secretary/administrative assistant | | | \$ | \$ |
| 9 | Data entry clerk | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | 1 | \$3,736 | \$0 |
| 11 | Evaluator/evaluation specialist | | 1 | \$13,725 | \$0 |
| Auxiliary | | | | | |
| 12 | Counselor | | | \$ | \$ |
| 13 | Social worker | | | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ |
| Other Employee Positions | | | | | |
| 15 | Title | | | \$ | \$ |
| 16 | Title | | | \$ | \$ |
| 17 | Title | | | \$ | \$ |
| 18 | Subtotal employee costs: | | | \$ | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | |
| 19 | 6112 | Substitute pay | | \$6,160 | \$0 |
| 20 | 6119 | Professional staff extra-duty pay | | \$6,945 | \$0 |
| 21 | 6121 | Support staff extra-duty pay | | \$639 | \$0 |
| 22 | 6140 | Employee benefits | | \$14,675 | \$0 |
| 23 | Subtotal substitute, extra-duty, benefits costs | | | \$28,419 | \$0 |
| 24 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$102,662 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

| Schedule #8—Professional and Contracted Services (6200) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------|------------|
| County-district number or vendor ID: 220815 | | Amendment # (for amendments only): | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | |
| Professional and Contracted Services Requiring Specific Approval | | | |
| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ | \$ |
| | Specify purpose: | | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ | \$ |
| Professional and Contracted Services | | | |
| # | Description of Service and Purpose | Grant Amount Budgeted | Pre-Award |
| 1 | | \$ | \$ |
| 2 | | \$ | \$ |
| 3 | | \$ | \$ |
| 4 | | \$ | \$ |
| 5 | | \$ | \$ |
| 6 | | \$ | \$ |
| 7 | | \$ | \$ |
| 8 | | \$ | \$ |
| 9 | | \$ | \$ |
| 10 | | \$ | \$ |
| 11 | | \$ | \$ |
| 12 | | \$ | \$ |
| 13 | | \$ | \$ |
| 14 | | \$ | \$ |
| b. Subtotal of professional and contracted services: | | \$ | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$35,058 | \$0 |
| (Sum of lines a, b, and c) Grand total | | \$35,058 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220815

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
|--------------------------|---------------------------------------------------------------------|-----------------------|------------|
| 6300 | Total supplies and materials that do not require specific approval: | \$40,000 | \$0 |
| Grand total: | | \$40,000 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|-------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------|------------|
| County-District Number or Vendor ID: 220815 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ | \$ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: | \$42,760 | \$0 |
| Grand total: | | \$42,760 | \$0 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220815

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------|-----------|-----------------------|------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | | | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | |
| 12 | Software and User Licenses_TBD Assessment Tool | 1 | \$15,000 | \$15,000 | \$0 |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | | | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ |
| 21 | | | \$ | \$ | \$ |
| 22 | | | \$ | \$ | \$ |
| 23 | | | \$ | \$ | \$ |
| 24 | | | \$ | \$ | \$ |
| 25 | | | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 29 | | | | \$ | \$ |
| Grand total: | | | | \$15,000 | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|----------------------------------------------------|------------|------------|
| County-district number or vendor ID: 220815 | | | Amendment # (for amendments only): | | |
| Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. | | | | | |
| Total district enrollment: | | | | | |
| Category | Number | Percentage | Category | Percentage | |
| African American | 22 | 63% | Attendance rate | 97% | |
| Hispanic | 8 | 23 | Annual dropout rate (Gr 9-12) | DNA% | |
| White | 4 | 11% | Students taking the ACT and/or SAT | DNA% | |
| Asian | 1 | 3% | Average SAT score (number value, not a percentage) | DNA | |
| Economically disadvantaged | 27 | 77% | Average ACT score (number value, not a percentage) | DNA | |
| Limited English proficient (LEP) | 5 | 14% | | | |
| Disciplinary placements | DNA | DNA% | | | |
| Comments | | | | | |
| Population of students is based on the current children to be served with grant dollars at Chapel Hill Academy (current 4 year olds) only. The number of staff input under teacher demographics reflects the current staff at the Early Learning Center who serve 3 and 4 year olds that may be affected by grant dollars. | | | | | |
| Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. | | | | | |
| Category | Number | Percentage | Category | Number | Percentage |
| African American | 2 | 18% | No degree | 4 | 36% |
| Hispanic | 4 | 36% | Bachelor's degree | 7 | 64% |
| White | 5 | 45 | Master's degree | 2 | 18 |
| Asian | 0 | 0 | Doctorate | 0 | 0 |
| 1-5 years exp. | 11 | 100% | Avg. salary, 1-5 years exp. | \$28-37 K | N/A |
| 6-10 years exp. | | % | Avg. salary, 6-10 years exp. | | N/A |
| 11-20 years exp. | | % | Avg. salary, 11-20 years exp. | | N/A |
| Over 20 years exp. | | % | Avg. salary, over 20 years exp. | | N/A |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Public | | | | | | | | | | | | | | | |
| Open-enrollment charter school | 10 | | | | | | | | | | | | | | 10 |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | | | | | |

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Public | | | | | | | | | | | | | | | |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | 4 | | | | | | | | | | | | | | 4 |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | | | | | |

Part 5: Campuses to Be Served with Grant Funds

| Campus Name | Campus # | Selection Criteria |
|-------------------------------|----------|--------------------------------|
| Lena Pope Chapel Hill Academy | 220815 | Open enrollment charter school |
| | | |
| | | |
| | | |
| | | |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chapel Hill Academy Charter School (CHA), began serving students in 2008 and the Early Learning Center (ELC) opened its doors in the fall of 2012. Both programs were created as a result of an initial needs assessment process that revealed significant need among low-income families and children in accessing a high quality PreK and elementary educational environment. Prior to CHA's beginning in 2008, focus groups were conducted for parents and stakeholders to determine unmet needs. Parents reported that the public school system often did not meet the needs of children who had learning differences. They further reported that many families did not have the financial resources to enroll their child in other school settings. In addition, the needs assessment also revealed other risk factors impacting educational success such as: parents with low educational levels, English as a second language in households, poor academic performance and its connection to learning differences, disciplinary and alternative school referrals, poor attendance, and deficits in social and emotional learning. Prior to establishing the Early Learning Center, board and management assessed the need for early learning services to low income families in the zip codes surrounding the 76107 zip code: 76116, 76114, 76109, 76133, 76110, 76127, and 76123. The initial findings revealed that there were few accredited early learning centers in these zipcodes and of those that were accredited, only one was serving those families receiving child care subsidies (CCMS). Currently, there are only eight accredited centers in these zipcodes and only four are rated TRS 4 and accepting CCMS families. With the exception of the ELC (76107), these centers are only located in two of the above mentioned zipcodes (76116 and 76133). With this in mind, Lena Pope established the ELC with the goal of ensuring that at minimum of 50% of the center's enrollment (capacity of 116 children) consist of economically disadvantaged families.

The goals of both CHA and ELC align with the goals of this PreK Planning grant. A strong confirmation of the findings from the initial needs assessment is demonstrated in our waiting lists for enrollment. Currently, there are approximately 119 PreK children on the waiting list for CHA and 226 on the ELC waiting list. Of these 400 children, approximately 50% are from low-income families. This statistic confirms the unmet need of children from low income families in accessing high quality early learning and PreK programs. Unfortunately, it also means there are still far too many low-income children in our area who are not receiving the educational services they need to become kindergarten ready. The program is committed to addressing these needs which is why the goal of the ELC is to ensure that a minimum of 50% of enrolled students come from economically disadvantaged families.

The Needs Assessment process for the grant application was conducted by the management team: the Superintendent of CHA, the Principal of Chapel Hill Academy (CHA), the Director of the Early Learning Center (ELC), and the Evaluation Specialist. The team looked at feedback from focus groups, demographics, existing program evaluation data, surveys, characteristics of families on the wait lists, the need for professional development among staff, and feedback from parents and program stakeholders. These assessment elements were studied in the context of determining how the programs can best expand in response to the unmet needs of children from low income families. The needs addressed in our grant application are prioritized based on the following criteria: (1) Selection of strategies and activities to produce the largest net gain of expanded admission of low income children including creating additional partnerships with other private PreK providers; (2) Identification of assessment tools that effectively measure and help determine kindergarten readiness. This includes measuring the effectiveness of curriculum, social emotional development models and the effectiveness of teacher-student interactions, (3) Providing professional and skill development opportunities for teachers in order to increase quality and professional standards for early learning professionals; (4) Sharing information gained through outcomes and experience with the larger early learning community including the Early Learning Alliance (ELA), local school districts and charter schools, funders, and community stakeholders. These collaborations will help leverage expansion of access to high quality PreK experiences for children from low income families and increase continuity of instruction and professional development in the early learning community.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 2220815

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | To expand access to high quality PreK early learning for low income three and four years olds. | Grant funds will expand access to quality, full day PreK through the Early Learning Center to CHA eligible families. In addition, other TRS-4 centers will be identified to participate with the goal of reaching a greater number of 3 and 4 year olds once the model for partnership has been established. |
| 2. | To define what kindergarten readiness looks like and determine an effective tool to measure it. | Currently, there is no shared and agreed upon assessment tool being used to determine kindergarten readiness in academic AND social emotional development. Grant funds would assist in identifying and testing a tool that is agreed upon by both CHA and ELC to appropriately measure academics and social emotional learning. Once accomplished, findings can be shared with the broader early learning community and can be implemented on a broader scale |
| 3. | To increase skills and professional development of instructional PreK staff which allows for evidence-based curriculums and social emotional development models to be implemented with fidelity as well as quality teacher-student interactions. | Grant funds will be used to secure training and coaching in HighScope for instructional staff to ensure that the curriculum is being implemented with fidelity. This will include establishing two teaching staff as trainers which will ensure the quality and sustainability of the model. Additionally, we will introduce CLASS as a way to measure effectiveness of teacher-student interactions and continuity of instruction. |
| 4. | To increase quality and professional standards for early learning professionals by providing opportunities for PreK teachers in private settings to obtain their teacher's certification. | Grant funds will be used to certify those PreK teachers at the ELC providing instruction under the grant. It will also offer opportunity to incentivize teachers whose pay is typically much lower than teachers in public school settings with stipends. This will increase the quality of instruction and lend credibility to the early learning profession and the work being done in private PreK settings. |
| 5. | We will use our evaluation process findings as a shared knowledge resource for the wider early community and the Early Learning Alliance (ELA). We need the grant program to function as a vehicle to gain relevant data and define PreK approaches that best provide kindergarten readiness. | The implementation of the grant will address this need by sharing findings and outcomes from the planning grant to the Early Learning Alliance (ELA) and the broader early learning community. This will contribute to continuity of instruction methods, curriculum, professional development resources, and create collaborative opportunities for achieving kindergarten readiness. |

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| Schedule #14—Management Plan | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------|--------------|
| County-district number or vendor ID: 220815 | | | Amendment # (for amendments only): | | |
| Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| # | Title | Desired Qualifications, Experience, Certifications | | | |
| 1. | Project Coord. | Master's in Education or related field required; Child Care Administrator credential pref; Min. 2 yrs. exp. in early learning setting; Experience in mgmt. and/or project management preferred. | | | |
| 2. | Lead Teacher | Bachelor's Degree in Child Development or a related field. At least three years experience teaching in an early learning setting | | | |
| 3. | Evaluation Coordinator | Bachelor's Degree required. Experience in education preferred. Experience in identification, data collection and dissemination. | | | |
| 4. | CHA Principal | Master's in Education or a related field req.; Principal Certification required. Req. 3-yrs. minimum experience in school administration in elementary school setting. | | | |
| 5. | Fed.-State Grant Coord. | High school degree required. Experience with accounting systems required. Must be organized and able to balance multiple tasks. Attention to detail is a must. | | | |
| Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| # | Objective | Milestone | | Begin Activity | End Activity |
| 1. | Increase access to high quality PreK for low income 3 and 4 years olds | 1. | Identify children currently eligible for service | 02/01/2017 | 03/01/2017 |
| | | 2. | Dev. procedure for identifying/enrolling children | 03/01/2017 | 06/01/2017 |
| | | 3. | Determine capacity and transition plan | 06/01/2017 | 01/01/2018 |
| | | 4. | Communicate availability of services to families | 03/10/2017 | 06/30/2018 |
| | | 5. | Identify additional potential TRS4 partners | 07/01/2017 | 06/30/2018 |
| 2. | Identify tool to properly assess kinderg. readiness | 1. | Identify 3- 4 yr. old assmt. tools used by LEAs/ISD's | 02/01/2017 | 06/01/2017 |
| | | 2. | Select the appropriate assessment tools | 02/10/2017 | 06/01/2017 |
| | | 3. | Train teachers in use of the assessment tool | 06/01/2017 | 09/01/2017 |
| | | 4. | Pilot assmt. tool with identified 3-4 yr. olds | 09/01/2017 | 05/01/2018 |
| | | 5. | Collect and disseminate data and outcomes | 05/01/2018 | 06/30/2018 |
| 3. | Increase skills of instructional staff through additional training | 1. | Attend CLASS training | 03/01/2017 | 03/31/2017 |
| | | 2. | Secure a HighScope Curriculum trainer | 02/01/2017 | 03/01/2017 |
| | | 3. | Conduct training | 09/01/2017 | 06/30/2018 |
| | | 4. | Identify staff to become HighScope trainers | 09/01/2017 | 01/01/2018 |
| | | 5. | Complete the HighScope train-the-trainer process | 09/01/2017 | 06/30/2018 |
| 4. | Increase # of certf. teachers in private early learning environments | 1. | Identify approved alternative certification programs | 02/01/2017 | 03/01/2017 |
| | | 2. | Identify staff that will obtain teacher certification | 03/01/2017 | 05/30/2017 |
| | | 3. | Complete certification process | 05/30/2017 | 06/30/2018 |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 5. | To share outcomes and "lessons" | 1. | Identify key community stakeholders | 09/01/2017 | 05/01/2018 |
| | | 2. | Establish regular communication with stakeholders | 09/01/2017 | 06/30/2018 |
| | | 3. | Share data with the Early Learning Alliance | 05/01/2018 | 06/30/2018 |
| | | 4. | Share data with the "100 by 25" initiative committee | 05/01/2018 | 06/30/2018 |
| | | 5. | Share with the community at large | 05/01/2018 | 06/30/2018 |
| Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award. | | | | | |
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CHA and ELC have strong, established processes for monitoring the goal attainment of their respective educational programs. These processes will be utilized for the PreK Planning Grant and include the following monitoring methods: weekly organizational management team meetings, weekly team meetings within CHA and ELC, regularly scheduled parent-teacher conferences, PTA meetings, home visits, family nights and special events, parent training, volunteer opportunities, and the CHA and ELC's Parent Advisory Council (PAC) which meets throughout the year.

The management plan calls for creating a regular agenda discussion item at these meetings dealing specifically with the planning grant. Three key grant-related staff, the Director of the ELC, the Project Coordinator, and the Program Evaluator, have point responsibility for ensuring that data related to ongoing grant progress and needed changes is systematically compiled. They will meet regularly to discuss attainment of grant goals, objectives, progress, and challenges. Additionally, they will seek and compile feedback from grant stakeholders (staff, teachers, students, parents, community members) regarding the effectiveness of our approaches and need for changes. They will identify areas targeted for change and recommendations for improvement of our approaches and processes. The key grant staff will provide cumulative quantitative and qualitative data and analysis back to the larger organizational management team meetings for high level monitoring and analysis. The organizational management team and key grant staff are committed to continuous monitoring and improvement.

As the grant progresses, stakeholders will be informed of goal attainment and revisions. This approach ensures positive buy-in by stakeholders and creates opportunities for celebration of success and accountability for the organization to administrators, staff, faculty, participants, their families, and the larger community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategies and activities proposed in the grant application reflect a strong congruence between the organizational values and the 86-year history of the Lena Pope agency and the values and goals inherent in the PreK Planning Grant. Thus, the similarity of effort between the programs and the overarching goals of the grant are positive. A commitment to maximize effectiveness of grant funds will be a strong focus of the board, management team, teachers, and staff. Additionally, the organizational culture of robust program evaluation ensures ongoing scrutiny of effectiveness and refinement of approaches. This commitment is evidenced by the in-kind allocation of one FTE who is dedicated to track students leaving ELC through third grade and students leaving CHA through 12th grade. Top leadership, including the Superintendent of CHA, the Principal of CHA, and the Director of ELC have made the planning grant an organizational priority. Key internal stakeholders have successfully been engaged in the grant planning phase. Seeking their input into the application process affirms their important role and helps ensure they will remain committed to project success. Both before and during the application process, program sustainability has been an extremely important priority for the organization. All members of the management team have actively participated in these discussions of how to ensure that the expansion activities proposed in our grant will continue after the grant. During the planning period and after the grant cycle, CHA will continue to build partnerships with other private early learning providers. In addition, it is anticipated that any sustainability plan will also involve current community partners, funders, and other stakeholders that actively collaborate with on early learning efforts in our community. The sustainability plan includes conducting an ongoing, robust engagement of sources interested in financially supporting our grant activities related to kindergarten readiness.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220815

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------|
| 1. | Implement entry assessment tool for incoming pilot cohort in July 2017. | 1. | Determines level of cognitive abilities |
| | | 2. | Determines level of social/emotional competency |
| | | 3. | Determines collaborative assessment allignment with partner schools |
| 2. | Implement end-of-year assessment tool for pilot cohort in May 2018. | 1. | Determines level of cognitive abilities after year long instruction |
| | | 2. | Determines level of social/emotional competency after year long instruction |
| | | 3. | Determines & compares individual cohort gains through year of instruction |
| 3. | Evaluate shared data with partner schools of incoming and outgoing cohorts through aligned assessment tools. | 1. | Measures and compares individual cohort gains through longitudinal study |
| | | 2. | Determines efficacy of teaching strategies |
| | | 3. | Creates/promotes ongoing communication with partner school |
| 4. | Evaluate 2 nd and 3 rd grade academic reports and 3 rd grade STAAR scores. | 1. | Determines efficacy of assessment tools |
| | | 2. | Measures and compares individual cohort gains through longitudinal study |
| | | 3. | Aligns assessment results with state-mandated testing outcomes (STAAR) |
| 5. | Evaluate qualitative data through phone calls, emails, or face-to-face follow-ups with cohorts. | 1. | Promotes parent/guardian involvement |
| | | 2. | Utilizes larger range of social/emotional competency & student engagment |
| | | 3. | Measures/compares individual cohort social/emotional competency ranges |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This evaluation project will be comprised of several ongoing pieces. First, the ELC will identify a research-based tool(s) to properly assess kindergarten readiness including both academic and social/emotional development. Assessment tools being utilized by local districts will be reviewed along with assessment tools being used at the national level. Once a tool has been approved, we will implement it with those 3 and 4 year old students identified through the PreK partnership program and begin the initial evaluation of the students' progress. In addition, we will compare and contrast both the evidence-based curriculums and social emotional/behavioral models used at CHA and ELC. These include Frog Street and 2nd Step (used at CHA) and HighScope and Conscious Discipline (used at the ELC). At the conclusion of the overall evaluation process, a determination will be made as to which assessment tool and models of intervention are the most effective in impacting and identifying kindergarten readiness.

A second evaluation piece will provide a means for summarizing data obtained through student academic records and annual surveys, which allow CHA, and the ELC to detect patterns within the design constructs which may indicate outcomes that suggest our programs are developing "kindergarten-ready" students. The evaluation participants will be students who have attended the ELC's PreK education program for at least one academic year and "graduated" from that institution. The population is inclusive of only those students whose parents have signed a FERPA consent which allows access to the students' academic data such as cumulative grades, STAAR test results, attendance records, and discipline records. The evaluation project intends on tracking the data points described above from the completion of PreK until the completion of 3rd grade.

In addition, the ELC will also conduct an annual survey on all of its 3 and 4 year old student population identified through the PreK partnership program to collect the data necessary. The annual survey will be done through phone calls, emails and/or face to face conversations.

Schedule #18—Equitable Access and Participation**For TEA Use Only**

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| | | | | |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 220815 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Schedule #18—Equitable Access and Participation (cont.)

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|---------------------------------------------|-----------------------------------------|
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| Barrier: Cultural, Linguistic, or Economic Diversity (cont.) | | | | |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gang-Related Activities | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|-----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|-------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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